

## LESSON 3: DELIVERING INSTRUCTION



*brainstorming*  
*case study*  
*coach-pupil exercises*  
*conference*  
*discussion*  
*facilitate*  
*gaming*  
*group performance*  
*independent exercises*  
*lecture*  
*practical exercises*  
*role-play*  
*team practical exercises*



### TYPES OF TEACHING METHODS

#### INTRODUCTION

From time-to-time, you may be required to present a portion of the course content. When this occurs, you will need to know some of the finer points necessary to teach that instruction.

Recall that in *Preparing to Teach*, you learned how to: prepare yourself to teach, develop learning objectives (consisting of tasks, conditions, and standards), and use training aids. In *Using and Developing Lesson Plans*, you learned how to develop four-phase lesson plans (inquire, gather, process, apply). You may want to review all or a portion of that material before proceeding with this lesson.

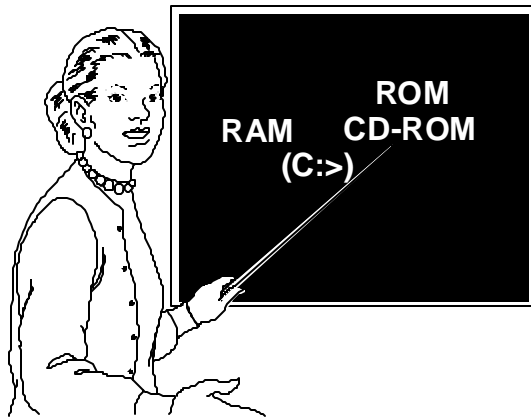
In this lesson you will learn different teaching methods and when to use each method, such as demonstration and lecture, five practical exercise formats, and the rehearsal process.

The method of instruction is how you choose to conduct your class. Sometimes, the subject you are teaching dictates which method to use. There are many different types of instruction from which to choose.

#### LECTURE

The **lecture** is an informative talk given to a class. During a lecture, the teacher does most of the talking; questions and answers usually occur at the end of the lecture. Because the teacher limits the interaction during the presentation, this method provides the fastest dissemination of information.

Use lectures when the subject you are teaching is unfamiliar to your class and it is the best method for preparing students to practice the task. Generally, this method involves learning knowledge-based information. Knowledge-based information is that which you need to know or understand. Examples of JROTC subjects for which you might use a lecture are *History*, *Citizenship*, or *Technology Awareness*.



When preparing for a lecture, be sure to: research your topic, organize your thoughts using the outline of the lesson plan, and rehearse. Remember to use your training aids while practicing. Ensure that you are comfortable with your topic since you will be doing most of the talking.

The question and answer session at the end of the lecture gives your class the opportunity to ask for clarification or additional information, and it gives you the opportunity to reemphasize the lesson learning objectives.

### *DISCUSSION/CONFERENCE*

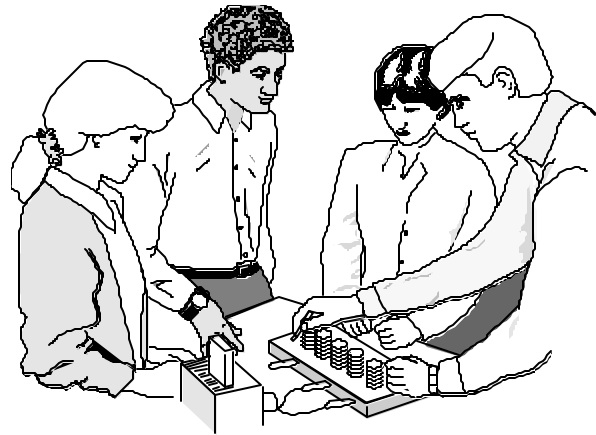
There are two names for this method of teaching. During a **conference**, the instructor involves the entire class in a **discussion** of the subject being taught by asking leading questions to get the class to think about and discuss the main points.

This method of instruction is more interesting than a lecture and is ideal for subjects such as current events, topics that require practical exercises (such as *First Aid* and *Map Reading*), and topics where a majority of the class is having difficulty learning.

Experienced teachers recommend using a conference when conducting reviews because it enables them to ensure that the class is comfortable with the text material.

### *DEMONSTRATIONS*

**Demonstration** is a method of instruction that requires class participation. You will use this method to show the class how to do a task and to have them practice performing the task. This method holds the students' interest because they are actively involved in the learning process.



Advance planning and preparation are especially important for demonstrations to ensure that everything goes smoothly, and to avoid interruptions or problems that would make the demonstration less realistic.

### *PRACTICAL EXERCISES*

The **practical exercise** is a type of instruction where a learner performs, under controlled conditions, the operation, skill, or procedure being taught. In a practical exercise, class members learn by doing. It is one of the most effective methods for teaching skills. Practical exercises are often used in conjunction with other methods, such as after a lecture or demonstration.

Demonstrations and practical exercises lend themselves to classes like *Leadership Lab*, *First Aid*, *Map Reading*, and *Cadet Challenge*.

You will learn more about practical exercises later in this lesson.

## BRAINSTORMING

**Brainstorming** is a problem-solving technique in which instructors give participants a problem and have them bring into the discussion any ideas that come to mind. All ideas are gathered and recorded, without evaluation, before any are discussed. Preferably, the ideas are recorded someplace where all the participants can see them (for example, on a flipchart, whiteboard, or chalkboard).

In some situations, you may limit idea gathering to 5-15 minutes. After gathering the ideas, have the participants discuss them and decide on the best solution or course of action. It is your job, as the instructor, to **facilitate** this process.

In order to conduct a successful brainstorming session, you should:

- State the objectives and ground rules of the session up front so that the group members know of the session and what is expected of them.
- Encourage input from all group members.
- Recognize nonverbal cues that group members wish to have input, and respond accordingly.
- Keep the session moving and on track.
- Avoid judging any ideas offered by the group during the idea-gathering phase.

- Facilitate the group by constructively evaluating the various ideas, and in reaching consensus on a solution, idea, or course of action.



## CASE STUDY

A **case study** is an oral or written account of a real or realistic situation, with sufficient detail to make it possible for the learners to analyze the problems involved and determine possible solutions. There may be many right answers.

Many case study exercises involve group discussions. In this case, you should follow the same rules as described for the discussion/conference. Be prepared to provide relevant and constructive feedback.

## GAMING

**Gaming** consists of activities where participants compete to try to achieve or exceed a certain standard in performing a skill relevant to the learning objectives of the lesson.

## PRACTICAL EXERCISE FORMATS

In the best practical exercises, the tasks that learners perform should be as close as possible to those they will be expected to perform on their assessment or evaluation. The most common types of practical exercises include:

### *GROUP PERFORMANCE/CONTROLLED EXERCISES*

In **group performance/controlled** exercises, learners work together at a fixed rate. Everyone does the same thing at the same time. One caution with this practical exercise type is that learners may imitate the performance without actually understanding it.

### *INDEPENDENT EXERCISES*

Learners work alone at their own pace in **independent exercises**. As the instructor, you will circulate around the classroom and supervise, providing assistance and feedback as necessary.

### *ROLE-PLAYING*

In **role-playing** exercises, learners are given different roles to play in a situation, and they apply the concepts being taught while acting out realistic behavior. This type of exercise is especially useful for training interpersonal skills, such as leadership or counseling, or interactive skills in a realistic, but controlled situation.

**Note:** Role-playing can also be classified as a method of instruction

### *COACH-PUPIL EXERCISES*

In **coach-pupil exercises**, learners work in pairs or small groups, alternately

performing as instructor and student. Coach-pupil exercises are extremely useful when time is short or when there are too few instructors.

### *TEAM PRACTICAL EXERCISES*

In **team practical exercises**, learners work together as a team to perform the desired tasks. This method integrates basic skills into team skills.

## REVIEWS AND REHEARSALS

As part of your preparation for delivering instruction, you should rehearse prior to attempting to deliver the instruction. Even if you have delivered the instruction many times, rehearsing will help you get into the proper mindset and iron out any problems that you may have had in the past.



### *REVIEWS*

If you have revised or adapted your materials, review them one last time to ensure you are comfortable with their content,

format, and flow. It is also a good idea to look over your references and training aids again.

### *REHEARSE*

To help you rehearse, enlist family or friends to serve as an audience and to play the role of students. If possible, practice with all the equipment and training aids you will use in the classroom.

At the conclusion of your instruction, ask your audience to help you evaluate your performance to make sure that you iron out all trouble spots and are conducting the instruction at the proper pace.

### **CONCLUSION**

Teaching is more than just getting up in front of an audience and talking. You need to develop learning objectives and create a lesson plan identifying the best method for the presentation. Then, you need to review the material and rehearse so you become comfortable delivering the instruction.

If you are asked to instruct others, creating a lesson plan, selecting the most appropriate lesson method, and rehearsing your presentation will increase your confidence level and allow you to conduct a well-received lesson.